



Respects Differing Cultural Norms

E2RDCN GRADE 2

TEACHER OBJECTIVE:

The teacher will demonstrate how to display positive communication with others.

STUDENT OBJECTIVE:

The student will be able to demonstrate positive communication with others

MATERIALS:

Session One

- *The Recess Queen* by Alexis O'Neil
- *Vocabulary Poster* (E2RDCN)
- *KWL chart* (E2RDCN)

Session Two

- *Vocabulary Poster* (E2RDCN)
- *KWL chart* (E2RDCN)
- *Positively Me* (SJ 75)

Session Three

- *KWL chart* (E2RDCN)
- *Communication Scenario Cards* (E2RDCN)

SESSION ONE: *Describing Positive Communication*

Hook

Explain to your students that throughout this lesson they will identify, describe, and demonstrate ways to communicate positively with others. To activate student learning and build upon prior knowledge, read aloud *The Recess Queen* by Alexis O’Neil.

Tell students that this book explains how a new student comes to the class and dethrones the reigning recess bully, Jean, by becoming her friend.

Discuss the text with students by using recall questions such as:

- *What type of communication style did Jean have?*
- *What type of communication did the new student use?*
- *How did Jean’s communication style change from the beginning of the story to the end?*

Introduction/Vocabulary

Use the Vocabulary Poster to define the focus words for today: **positive communication**, **negative communication**, **demonstrate**, and **active listening**. Have students repeat each word in an “I do, we do, you do” format.

- **I do:** Read the vocabulary word and definition.
- **We do:** Choral read the vocabulary word and definition.
- **You do:** Point to the vocabulary word and definition as the class choral reads without teacher assistance.

Student Practice

Explain to students that everyone communicates differently and that some forms of communication can be negative and others can be positive. Use a *KWL* chart (E2RD CN) to guide students as they explore what positive communication looks and sounds like. Complete the *K* section of the chart only. Allow students 2 minutes to talk within their groups as they discuss basic facts that they may already know about communication

Guide student discussion with prompts such as:

- I think when you are trying to positively communicate with others, you say things like . . .
- Positive communication is when . . .

Allow students to make personal connections while discussing what they may already know about this topic.

Reflection

Have students discuss and share their thoughts through **Table Talk** about the following question: 

- What is an example of positive communication? 

If time permits, ask a few students to share with the class.

SESSION TWO: *Identifying Positive Communication*

Link/Introduction

Review the vocabulary words positive communication and negative communication using the *Vocabulary Poster* (E2RDCN).

Ask:

- *When you communicated with someone today or yesterday, what form of good communication did you use?*

Have students turn and share answers with a table partner.

Teach/Model

Continue to fill in the *KWL* chart (E2RDCN) by reviewing the completed K section to help students generate ideas about things they want to know about different ways to communicate. Allow students 2 minutes to **Turn and Talk** within their groups as they develop questions to ask about positive communication. 🌟

Guide student discussion with prompts such as:

- *What do you want to know about positive communication?*
- *Is positive communication . . . ?*
- *How can I positively communicate something that is . . . ?*

Next, inform students they will illustrate a way to help others communicate in a positive manner.

Student Practice

Direct students to access the activity *Positively Me* (SJ 75).

Ask:

- *Who can tell me a way to positively communicate with others?*

Have a few students **Popcorn Share**. 🌟

Reflection

Monitor and clarify student understanding by asking students to share out their work on the activity *Positively Me* (SJ 75).

Ask: ✎

- *How do you know that your way to positively communicate with others is helpful?*
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SESSION THREE: *Demonstrating Positive Communication*

Link

Continue to fill in the *KWL* chart (E2RDCN) by reviewing the completed K and W sections to help students generate ideas about things they learned about positively communicating with others. Allow students 2 minutes to talk in their groups as they discuss several opinions and suggestions that were provided by their classmates

Guide student discussion with prompts such as:

- I learned that positive communication looks like . . .
- We learned that positive communication sounds like . . .

Next, inform students that they are going to role-play different ways to positively communicate with others.


Teach/Model

Explain to students that they will practice ways to positively communicate with others using the *Communication Scenario Cards* (E2RDCN). Model for students how to choose the best way to positively communicate. Choose a student, read a scenario aloud, and begin to model your thinking when choosing a positive response.

Guide your response with several statements such as:

- I would say . . .
- I would ask . . .
- I would tell . . .

Student Practice

Direct students to count off to form partnerships. Next, instruct them to listen to the scenario cards, and choose a way to demonstrate how to positively communicate with others. Through a *Mix and Mingle*. Encourage students to refer back to the *KWL* chart (E2RDCN) if they need to be reminded of what they discussed about positive communication. 

Reflection

Direct several partnerships to share out how they practiced different ways to positively communicate with others.

EXTENSION ONE: *Communicate It*

Materials:

- *Active Listening* poster (E2RDCN)
- *Describe It, Draw It* (SJ 76)
- Pencils, crayons
- Small objects of students' choice

Teach/ Model

Remind students that in order to positively communicate with others, you have to be an active listener. Provide students with several ways that they can show that they are an active listener by displaying the Active Listener Poster (E2RDCN). Allow students 30 seconds per strategy to practice these active listening strategies.

Explain to students that they will continue to practice positive communication with a game called Describe It, Draw It (SJ 76). Model for students how to take an object, describe it to their partner without giving away too many details, and allow the partner an opportunity to draw it.

Ask guiding questions such as:

- *How can you positively communicate to your partner about the object in order to help your partner recreate this object on paper?*
- *What type of clues can you provide your partner with?*

Student Practice

Direct students to access *Describe It, Draw It* (SJ 76). Next, have students form partnerships and sit back to back to each other. Explain that one partner will describe using positive communication about an object while the other partner draws the object. Allow each student 5 minutes to describe and draw prior to switching roles with their partner.

Reflection

Using [Around the Circle Sharing](#), reflect on this activity. 

Ask: 

- *How did you communicate your clues?*
 - *Why was it important to communicate your clues in a positive way?*
 - *Why was it important to use active listening skills?*
 - *How did you and your partners communicate to determine the object that you needed to draw?*
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EXTENSION TWO: *The Blindfold Game*

Materials:

- *The Blind Fold Game Sheet* (TR 63)
- 6 small random objects of choice
- Open area

Teach/Model

Continue to explore positive communication with students through *The Blind Fold Game Sheet* (TR 63). Explain to students that the goal of this activity is for students to communicate positively with a partner so that they can retrieve the correct object..

Ask:

- *What are some characteristics of positive communication?*
- *How can you work in a positive manner with your partner to achieve the game's goal?*

Model for students how to sit in a circle, describe their object to a partner, and then retrieve the correct object.

Student Practice

Direct students to form partnerships, and place partners in groups of 8. Next, direct groups of 8 to sit in a circle. Give each partnership a sentence strip and a number (1–4). Instruct the partner with the number to describe the object that has that same number to their partner who is blindfolded (placing the sentence strip over the eyes).

Students are to give positive and clear instructions on how to retrieve the object.

Give sentence prompts such as:

- The object is round and . . .
- The object is long and . . .
- The object is light and . . .

Reflection

Using whole group discussion to reflect on this activity, ask: 

- *How did you communicate your clues?*
- *Why was it important to communicate your clues in a positive way?*
- *Why was it important to use active listening skills?*
- *How did you and your partners communicate to determine the object that you needed to draw?*

Allow students time to discuss these questions with their partners. Then have a few volunteers share with the class one main point or key detail from their discussion.